

K-12 Missouri Learning Standards School Counseling

Academic Development

*Missouri Department of Elementary and Secondary
Education Fall 2023
Updated 2/4/25*

Missouri Learning Standards K-12

1. ACADEMIC ACHIEVEMENT

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Academic Skills	<p>Identify and understand classroom routines, assignments, and activities.</p> <p>Perform classroom routines, assignments, and activities.</p> <p>Demonstrate skills needed to complete classroom routines, assignments, and activities.</p>	<p>Identify strategies to work collaboratively with others.</p> <p>Identify study skills and understand test-taking strategies.</p> <p>Apply test-taking strategies.</p> <p>Demonstrate strategies to work collaboratively with others.</p> <p>Identify academic self-advocacy skills.</p>	<p>Demonstrate study skills, strategies and utilize academic resources.</p> <p>Develop academic self-advocacy skills.</p> <p>Understand the academic decision-making process.</p> <p>Identify critical thinking and problem-solving skills.</p>	<p>Identify strategies to make informed academic decisions.</p> <p>Utilize critical thinking and problem-solving skills.</p> <p>Demonstrate ability to evaluate multiple options to make a decision.</p>
B. Academic Self- Management	<p>Identify classroom behaviors necessary for school success.</p> <p>Demonstrate classroom behaviors necessary for school success.</p>	<p>Identify time-management and organizational skills for assignments and task completion. Identify effective learning strategies.</p> <p>Demonstrate time-management and organizational techniques for assignments and task completion.</p> <p>Acknowledge personal responsibility for academic behaviors.</p>	<p>Work through academic challenges effectively.</p> <p>Implement effective learning strategies.</p> <p>Adapt time management and organizational skills to meet the needs of middle school.</p> <p>Develop personal responsibility for academic behaviors.</p>	<p>Adapt time management and organizational skills to meet the needs of high school.</p> <p>Demonstrate personal responsibility for academic behaviors.</p> <p>Independently apply time management skills.</p> <p>Demonstrate ownership of learning.</p>

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2. ACADEMIC TRANSITIONS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Transitional Skills	Identify how school expectations are different from home, day-care, pre-school, or previous grade.	Identify new grade level expectations each year (e.g., classroom behavior, academic expectations, peer collaboration in classroom). Identify new skills needed for middle school. Practice and demonstrate new skills needed for middle school.	Identify new grade level expectations each year. Identify new skills needed for high school. Practice and demonstrate new skills needed for high school.	Identify new grade level expectations each year. Identify new skills needed for post-secondary education and/or work force. Demonstrate skills needed for post-secondary education and/or work force.

3. ACADEMIC PLANNING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Life-Long Learning Skills	Identify activities that foster curiosity. Describe the need for new learning.	Identify the skills needed to be a self-motivated learner. Identify belief in one's ability to learn. Identify belief in one's ability to complete academic tasks.	Demonstrate the skills needed to be a self-motivated learner. Demonstrate belief in one's ability to learn. Demonstrate belief in one's ability to complete academic tasks.	Apply self-motivated learning skills in a variety of settings. Pursue opportunities that foster new learning. Apply one's ability to complete academic tasks in a variety of settings.
B. Goal Setting	Describe what a goal is. Demonstrate an understanding of the importance of goals. Demonstrate an understanding of educational goal setting.	Identify the purpose of educational goal setting. Practice educational goal setting.	Identify personal skills through self-assessment. Utilize current educational goals in developing an ICAP . Integrate skills identified through self-assessment into goal setting. Monitor progression towards goals and adjust accordingly.	Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

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Career Development

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1. CAREER EXPLORATION

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Self-Appraisal	<p>Identify likes and dislikes at home and school.</p> <p>Identify new activities and interests to explore.</p>	<p>Identify interests, skills, and values at home and school.</p>	<p>Clarify interests, skills, and values at home and school.</p> <p>Compare interests, skills, and values with those of workers in the local and state communities.</p> <p>Investigate Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values to inform future career decisions.</p>	<p>Refine interests, skills, and values at home and school.</p> <p>Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.</p> <p>Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.</p>
B. Career Awareness	<p>Recognize different types of workers that you see around you.</p> <p>Recognize that all work is valuable.</p> <p>Recognize that all careers are open to anyone.</p>	<p>Explore the six career paths by identifying and describing how different interests, values, and skills align with specific types of careers.</p>	<p>Identify careers from familiar individuals and sort them in the six Missouri career paths (e.g., RIASEC Model).</p> <p>Develop a career plan utilizing the ICAP Template based on current interests, strengths, and areas for growth and development.</p>	<p>Revise ICAP based on current strengths, talents and interests, areas for growth and development, and assessment results.</p> <p>Identify the value of personal contributions to the world of work as a result of one's career choices.</p> <p>Demonstrate respect for all work as important, valuable, and necessary in maintaining a local, state, and global society.</p>

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2. CAREER PLANNING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Career Preparation	<p>Identify various work roles within the classroom.</p> <p>Demonstrate taking part in different classroom roles.</p>	<p>Relate current student learning to each of the six (6) career paths (e.g., the RIASEC Model).</p> <p>Explain what workers do and need to know in various careers.</p>	<p>Evaluate career and educational information resources.</p> <p>Utilize career and educational information to explore career paths of interest.</p> <p>Compare personal interests with information about careers and education.</p>	<p>Integrate career and educational information with knowledge of self and six career paths (e.g., the RIASEC Model) to identify occupations of interest.</p> <p>Synthesize career and educational information gathered from a variety of sources.</p> <p>Integrate career and education information to identify next steps for personal career goals.</p>
B. Training and Career Requirements	<p>Recognize different types of post-secondary education and training.</p>	<p>Demonstrate knowledge of different types of post-secondary education and training.</p>	<p>Compare different types of post-secondary training and education as they relate to career choices.</p> <p>Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p> <p>Identify the training and education required for occupations in career paths of interest.</p>	<p>Identify the entrance requirements and application procedures for post-secondary options.</p> <p>Apply knowledge of self to make informed decisions about post-secondary options.</p> <p>Apply research skills to obtain information on training and education requirements for post-secondary choices.</p> <p>Demonstrate knowledge and understanding of levels of training and education required for post-secondary choices and life career goals.</p>

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3. CAREER READINESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Skills for Job Success	<p>Identify skills needed to work cooperatively with others in a group at school.</p> <p>Identify skills and work habits needed for workers in the community.</p> <p>Identify the aspects of character (e.g., six pillars of character) that relate to the world of work.</p>	<p>Compare personal, ethical, and work skills needed for success in both school and the world of work.</p> <p>Demonstrate an understanding of how the aspects of character (e.g., six pillars of character) relate to the world of work.</p> <p>Identify personal and ethical skills needed to work with all people.</p>	<p>Demonstrate an understanding of transferable job skills.</p> <p>Demonstrate personal, ethical, and work skills as they relate to the ICAP and individual career goals.</p>	<p>Identify potential conflicts that can come up in work situations.</p> <p>Identify steps to resolve potential conflicts in the work setting.</p> <p>Assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.</p>
B. Job-Seeking Skills	<p>Identify skills that help gather information and complete tasks, including learning to ask questions and basic communication skills.</p>	<p>Identify ways that workers communicate with groups and individuals.</p> <p>Apply skills to help gather information and complete tasks, including asking questions and basic communication skills.</p>	<p>Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>Demonstrate an understanding of the purpose of a resume.</p> <p>Develop a portfolio of middle school/jr. high school academic and work experience.</p>	<p>Identify and develop interviewing and process skills needed for career success. These include sustaining a face-to-face conversation, answering and asking questions appropriately, preparing professional written correspondence, and appropriately responding to constructive feedback or rejection.</p> <p>Create and refine a resume to use for a variety of post-secondary opportunities.</p> <p>Implement job- and/or post-secondary seeking skills.</p> <p>Apply learned skills to post-secondary education and/or work.</p>

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Intrapersonal and Interpersonal Development

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1. SELF-MANAGEMENT

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Emotion Regulation	<p>Identify different types of feelings.</p> <p>Acknowledge different types of feelings.</p> <p>Understand different expressions of emotion.</p>	<p>Identify more complex feelings and emotions.</p> <p>Revisit and reinforce the acknowledgment of different types of feelings.</p>	<p>Transition and recognize that emotions may change from one setting to the next.</p> <p>Recognize personal reactions to emotions.</p> <p>Identify emotions early-on.</p> <p>Develop awareness of the spectrum of emotional intensity.</p>	<p>Identify when reactions are creating dysregulation/causing distress.</p>
B. Coping Skills	<p>Identify helpful strategies to use when feeling heightened emotions.</p> <p>Practice safe strategies to express heightened emotions.</p>	<p>Identify helpful strategies to foster positive emotional experiences.</p>	<p>Revisit and refine safe strategies to express heightened emotions.</p> <p>Revisit and refine safe strategies to foster positive emotional experiences.</p>	<p>Apply strategies to cope with difficult situations in the moment.</p>

2. RESPONSIBLE DECISION-MAKING

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Safe and Healthy Choices	<p>Identify safe and healthy choices at home and school.</p> <p>Identify steps of problem solving and decision making for personal safety.</p> <p>Identify refusal skills and when to use them.</p>	<p>Practice the steps of problem solving and decision making for personal safety.</p> <p>Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices.</p> <p>Identify the role that peer influence may have on problem-solving and decision-making skills.</p>	<p>Recognize risk-taking behaviors and evaluate potential consequences.</p> <p>Evaluate peer influence on problem-solving and decision-making skills.</p> <p>Identify personal agency in problem-solving, decision-making, and refusal skills to make safe/healthy choices.</p>	<p>Utilize decision-making skills to evaluate risk-taking behavior.</p> <p>Analyze the impact of personal decisions on the safety and health of self and others.</p> <p>Utilize decision-making skills to make safe and healthy life choices.</p> <p>Advocate for the personal safety of self and others.</p>

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3. RELATIONSHIP SKILLS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Healthy Relationships	<p>Describe what it means to be a friend.</p> <p>Identify the qualities of a good friend.</p> <p>Identify the social skills needed to be a friend.</p> <p>Demonstrate the interpersonal skills needed to be a friend.</p>	<p>Identify decision-making process for friend selection based on good friendship qualities.</p> <p>Demonstrate the social skills needed to maintain relationships.</p> <p>Demonstrate respect for others' personal opinions and ideas.</p> <p>Exhibit mutual respect in relationships.</p>	<p>Understand the need for boundaries in healthy relationships.</p> <p>Identify safe boundaries in relationships.</p> <p>Identify ways to communicate about safe boundaries in relationships.</p>	<p>Demonstrate the ability to communicate about safe boundaries in relationships.</p> <p>Demonstrate the ability to select peers with healthy relationship skills.</p>
B. Conflict Resolution	<p>Express feelings effectively, both verbally and non-verbally.</p> <p>Identify who to ask for help when having a conflict with someone.</p>	<p>Identify the steps of solving problems and conflicts with others.</p> <p>Apply the steps of solving problems and conflicts with others.</p> <p>Identify and practice the skills used to problem solve in a variety of situations.</p>	<p>Review and implement strategies to resolve problems and conflicts successfully.</p> <p>Apply problem-solving and conflict-resolution skills to new challenges.</p> <p>Exhibit an awareness of personal responsibility in conflict situations.</p>	<p>Recognize personal responsibility in conflict situations.</p> <p>Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</p>

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4. SOCIAL AWARENESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Respect for Self and Others	<p>Identify similarities and differences between self and others.</p> <p>Identify important customs and practices of one's family and families in the community.</p>	<p>Identify similarities and differences across cultures, backgrounds, and belief systems.</p> <p>Demonstrate respect for other people whether they are similar or different.</p>	<p>Identify and develop strategies to promote respect of others across cultures, backgrounds, and belief systems.</p> <p>Explore personal cultural identity.</p> <p>Explore cultures and families that are different.</p>	<p>Apply strategies to promote respect of others across cultures, backgrounds, and belief systems.</p> <p>Exhibit respect for different cultures and points of view.</p>
B. Empathy	<p>Identify different types of feelings of others by observing emotional expressions.</p> <p>Recognize and respond when others want to be included in play.</p>	<p>Understand the concept of active listening.</p> <p>Demonstrate active listening.</p> <p>Identify more complex feelings of others by observing emotional expressions and listening.</p>	<p>Implement active listening and empathy in relationships.</p> <p>Identify the differences between empathy and sympathy.</p>	<p>Understand the need for self-compassion to be empathic towards others.</p> <p>Practice perspective-taking to effectively collaborate with others.</p>

5. SELF-AWARENESS

CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Self- Acceptance	<p>Identify activities and interests of personal interest.</p> <p>Identify positive attributes or characteristics of oneself.</p> <p>Practice saying positive comments about oneself.</p>	<p>Identify skills and activities that are more difficult to accomplish.</p> <p>Identify skills and activities that are easier to accomplish and enjoyable.</p> <p>Understand the concept of self-talk.</p>	<p>Identify personal strengths and skills to be proud of.</p> <p>Identify personal areas of growth and improvement.</p> <p>Assess personal use of self-talk.</p>	<p>Engage in self-assessment to refine strengths and areas of growth.</p> <p>Engage in self-assessment to evaluate congruence between values and actions.</p> <p>Identify and/or practice ways to seek assistance in areas for growth.</p> <p>Understand personal strengths and weaknesses, and practice embracing both.</p>

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CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
B. Personal Responsibilities	<p>Identify personal roles in the family.</p> <p>Identify personal roles in the school.</p> <p>Identify personal roles in the community.</p>	<p>Reflect on personal roles at home and at school and identify responsibilities.</p> <p>Reflect on personal roles in the community and identify responsibilities as a community.</p> <p>Develop strategies to balance family, school, and community roles.</p>	<p>Identify and develop personal planning strategies to manage individual, family, and school responsibilities.</p> <p>Apply personal planning strategies to balance individual, family, and school responsibilities.</p> <p>Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.</p>	<p>Recognize increased roles and responsibilities of the individual student within the family, school, and local community.</p> <p>Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>Identify and utilize resources to help balance family, school, work, and local community roles.</p> <p>Exhibit the ability to balance personal, family, school, community, and work roles.</p>
C. Citizenship	<p>Identify character traits needed for different situations.</p> <p>Recognize personal character traits.</p> <p>Compare and contrast character traits needed for different situations.</p>	<p>Identify the personal characteristics needed to contribute to the classroom.</p> <p>Identify the personal characteristics that contribute to the school community.</p> <p>Demonstrate personal characteristics of a contributing member of the school community.</p> <p>Recognize and demonstrate respect for the differences between personal culture and other cultures.</p>	<p>Demonstrate skills needed to participate in team building.</p> <p>Identify and practice ways to be a contributing group member.</p> <p>Recognize personal ways for the individual to contribute as a member of the school community.</p> <p>Recognize and demonstrate respect for the differences between personal culture and other cultures.</p>	<p>Identify activities the individual student might participate in to become a contributing member of a community.</p> <p>Exhibit the personal characteristics of a contributing member of a diverse community.</p> <p>Demonstrate respect for individuals within diverse groups.</p>